Center for Languages & Intercultural Communication

JAPA 142 **First Year Japanese II**

Spring 2016 (3 Credits)

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CRN	24786	24789	24790
Section	001	002	003
Class Time	MWF 9:00 – 9:50 am	MWF 11:00 – 11:50 am	MWF 1:00 – 1:50 pm
Classroom	Rayzor Hall 123	Rayzor Hall 123	Rayzor Hall 113

Required Books:

- Genki I: An integrated course in elementary Japanese with a CD, 2nd edition, by Eri Banno, Yoko Ikeda, Yutaka Ohno, Chikako Shinagawa, Kyoko Tokashiki, Japan Times (ISBN 9784789014403)
- Genki I Workbook with a CD, 2nd edition, by Eri Banno, Yoko Ikeda, Yutaka Ohno, Chikako Shinagawa, Kyoko Tokashiki, Japan Times (ISBN 9784789014410)

Other Materials Used:

- Authentic, contextualized language data prepared by the instructor
  - *Students analyze the authentic video- and audio-data of conversations between native speakers of Japanese in order to develop linguistic and meta-linguistic awareness.*
  - *All or some parts of the transcript will be given depending on the activity.*
- Language samples collected by the students
  - *Students record their own conversations with the tutor(s) in order to analyze the recorded data. The instruction is given in class.*

Course Description:

- JAPA 142 "First Year Japanese II" is a 3-credit course for students who has successfully completed JAPA 141 or equivalent or has been placed in this class. The trifold foci of the course are:
  - Continue to learn basic linguistic knowledge including the areas of listening, speaking, reading, and writing (88 kanji characters)

- Acquiring interactional competence based on sociocultural and sociolinguistic understanding of the Japanese language
- Developing and improving critical thinking and analytical skills through reflecting the Japanese language study and the use of the first language simultaneously.

Learning Outcomes

By the end of the semester, students will be able to:

- Communicate orally and in writing with other users of the Japanese language about some familiar topics by using the acquired linguistic knowledge and interactional competence. They will also be able to express thoughts and feelings associated with topics being discussed.
- Ask and answer simple questions about themselves and everyday events with pragmatic expressions.
- Verify whether their understanding is accurate and ask for clarification when it is necessary, by demonstrating the sociocultural awareness and sensitivity acquired through language analysis in addition to the in-class activities.
- Read and write simple letters (including e-mails) and short paragraphs in a culturally and linguistically appropriate manner.
- Notice, explain, and appropriately apply the registers used in a conversation and in writing.
- Analyze authentic spoken or written language data to examine how the Japanese language is used in terms of registers, pragmatics, and values shared (or assumed) by the users of the language. Through language analysis, the students will examine the codeswitching of various layers of codeswitching occurs naturally in Japanese. At this stage, the students are expected to learn how to choose the appropriate level of politeness in a given sociocultural relationship.
- Reflect on their own recorded conversation in Japanese, analyze it, and find ways to improve their communicative skills, especially by comparing with the authentic data they analyze in class
- Think critically about the language use beyond the language structure and use the critical thinking skills to reflect on their use of the Japanese language as well as that of their first language.

Structure:

- Students are expected to come to each class prepared to fully participate in activities and practice.
- The use of English in a limited, purposeful manner. When studying the grammar patterns, the students and the instructorl use some English; however, they use **only Japanese** during the practice time.

Grade Distribution

Class attendance and performance	20%
Assignments	20%
Quizzes	15%
Exams (10% each)	30%
Project	15%

- I (incomplete) is only given to students whose work is satisfactory until the end of the semester but who can't complete the course due to illness or personal issues verified by the academic advisor.
- Students are also advised to keep all of the graded/returned assignments, quizzes, and exams. They become proof of grades as well as study guide for the following sections and chapters.
- The overall and final grade will be assessed using the following scale:

A+	99-100%	B+	88-89%	C+	78-79%	D+	68-69%
A	94-98%	B	84-87%	C	74-77%	D	64-67%
A-	90-93%	B-	80-83%	C-	70-73%	D-	60-63%

Class Attendance and Performance:

- Students are expected to be active, autonomous learners. This means that coming to class prepared and participate in class. Participation contributes to the learning of all, and it is required to earn full points for the day. Simply attending class will lead to a low performance grade.

4 points	Well-prepared, excellent performance
3 points	Passing performance
2 points	Evidence of being prepared but not at a satisfactory level
1 point	Present, but not prepared
0 point	Absent

- Only medical absences and school-organized events such as athletes' scheduled games will be excused.
- Being late, leaving early, or leaving during the class lowers the performance grade.
- Up to three missed class sessions are excused (excused absences) without penalty.
- After three unexcused absences, students need to make an appointment to talk with the instructor in person to talk about the learning progress.
- If needing to miss a class, students need to contact the instructor via e-mail in advance.
- In case of emergency, students need to contact the instructor via e-mail as soon as possible.

Assignments:

- The assignments are due at the beginning of each class session. Late assignments are only accepted before or at the beginning of the next class session and will be deducted 10%.

Assignments submitted later than the following class session will be corrected but not graded unless there are medical or school-related excuses for late submission.

- Students are to do their own assignments on a piece of paper (not in the workbook) --- in neat handwriting, double-spaced, and in pencil. No typed assignments are accepted.
- There will be assignments of interactional practice. Each student video-records his/her conversation with a classmate and with one of the tutors. S/he then reflects and self-critiques his/her own interactional skills and awareness. Students then design specific, practical ideas to improve them. In order to become better prepared to work with people of Japan, each students needs to submit the video recording and the reflection in a specific manner described in the instructions.

Exams and Quizzes:

- There are three exams. Each exam is comprehensive up to the point and includes all characters, grammar patterns, vocabulary from the previous chapters, and anything discussed in class. Each exam is 50 minutes in length.
- Make-up exams are only given for medical emergencies or school-organized events excluding parties.
    - If there is an unforeseeable emergency on the day of the exam, it is important to contact the instructor ASAP or BEFORE missing the scheduled time for the exam to make other arrangements. Make-up exams will only be allowed after contacting the instructor in advance by phone, e-mail, or in person.
    - For school-related events, including away-games for athletes but excluding social events such as parties, it is students' responsibility to contact the instructor to make arrangements prior to the scheduled date of the exam.
- There are a total of 18 quizzes. It is possible to have additional pop-quizzes. These quizzes are designed to help students be prepared for class performance. Only the highest 16 quiz scores will be applied toward the final grade. In other words, the lowest 2 quiz scores are to be dropped at the end of the semester. There will be **NO** make-up quizzes. Consider missed quiz to be one of the two lowest quiz scores to be dropped. If two quizzes are missed, then they will count as the two lowest quiz scores to be dropped.

Project:

- Students are going to prepare and give a presentation in Japanese in April. Each group can choose a topic and needs to justify the choice with some supporting reasoning. With the approval of the instructor, the group begins research on the topic. The source of information can be in any language including Japanese and English; however, the final presentation needs to be in Japanese.
- The audience of the presentation will be Japanese people in the Houston area. The target audience is those who are from Japan and new to the United States. Students need to choose the contents and the delivery of the message with the audience in mind.

- The presentation is to be followed by a Q and A session in which the students answer the audience's questions in Japanese to the best of their ability. The instructor will be there to aid the communication between the students and the audience.
- The detailed instructions and grading criteria are to be given in class and on Owl-space.

Opportunities for speaking Japanese

Tutors:

- Visit tutors and attend language table as often as possible. They will provide great opportunities to practice speaking Japanese.
- The tutors are there to help students practice and study the Japanese language. They speak English, but students should try to only speak in Japanese. The tutors will help the students, but they are asked not to explain the grammar. If there are questions about the grammar patterns, students need to talk with the instructor.

Language Table

- "Japanese Language Table" is a bimonthly opportunities where students can meet with the instructor and other Japanese speakers over lunch. This is a great opportunity to actively engage in private or small group conversations in Japanese outside of the classroom. Details will be announced in class and on Owl-Space.

O-cha-o-shimasenkai

- "O-cha o shimasenkai" is a 30-minute teatime that meets bimonthly (alternating with Language Table) where students can practice speaking Japanese with native or advanced speakers of Japanese. Details will be announced in class and on Owl-Space.

O-suso-wake

- "O-suso-wake" is an online forum space on Owl-Space where students freely share useful information on topics related to Japan and the Japanese language study. The instructor visits and monitors the "O-suso-wake" site on a regular basis; however, it is for students to support each other in their studies. This is not a chatroom.
    - *"O-suso-wake" literally means "sharing a foot of a mountain". When one has a mountain of goods, s/he needs to share a small portion of the goods.*

Community Outreach and Involvement

- Students are highly encouraged to be creative in becoming participating citizens of the society outside of the university environment.
- One such opportunity is given in class when the students give their presentations in April.

Class policies

- Do not eat food in this class unless there is permission from the instructor in advance. This is a language class, and students are often expected to speak. Chewing gum is also not allowed in this class. Drinks are allowed as long as it is in a bottle or there is a lid.
- Do not chew cinnamon gum or wear perfume with spice before coming to the class. The instructor is severely allergic to cinnamon.
- **Absolutely NO cell phone or computer use** in class. Using cell phone or computer will lower performance grade by 75% for the day.
- The class starts with the instructor saying a greeting and ends with the final greeting of "shitsuree shimasu."
- **Respect** fellow classmates and the instructor. When receiving graded assignments, quizzes, or exams, students **should not throw them away in front of the instructor.** This is extremely important especially when studying Japanese. Students will learn other culturally sensitive customs and practices throughout the semester. Students should enjoy learning them and applying them as much as they can.

Communication with Instructor

- E-mail is the best way to communicate with the instructor. It is an excellent opportunity to practice writing polite messages. For example, an e-mail should start with a greeting line such as "Sensee, konnichiwa" or "Ozaki-sensee, ohayoo gozaimasu". Pay attention to capitalization. Conclude the e-mail with proper greetings and name at the end, such as "arigatoo gozaimasu. (*Name*)" or "yoroshiku onegai shimasu. (*Name*)".

University Policies

Rice Honor Code:

In this course, all students will be held to the standards of the Rice Honor Code, a code that you pledged to honor when you matriculated at this institution. If you are unfamiliar with the details of this code and how it is administered, you should consult the Honor System Handbook at http://honor.rice.edu/honor-system-handbook/. This handbook outlines the University's expectations for the integrity of your academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

Disability Support Services:

If you have a documented disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with Disability Support Services (Allen Center, Room 111 / adarice@rice.edu / x5841) to determine the accommodations you need; and 2) talk with me to discuss your accommodation needs.

Syllabus Change Policy:

This syllabus is only a guide for the course and is subject to change with advance notice.